DOCUMENT RESUME

ED 468 889 JC 020 646

TITLE	The Research and Planning Prospectus for California Community Colleges.
INSTITUTION	RP Group of California Community Colleges, Santa Ana.
PUB DATE	2002-04-00
NOTE	10p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Deans; *Accountability; Administrative Organization; *College Administration; *College Faculty; College Presidents; *Community Colleges; Department Heads; *Educational Research; Governing Boards; Researchers; School Administration; *Two Year College Students; Two Year Colleges
IDENTIFIERS	*California Community Colleges

ABSTRACT

To help researchers and planners, college governing bodies, and state-wide entities gain perspective on myriad events and initiatives impacting California Community Colleges (CCC) and higher education in general, the Research and Planning (RP) Group for California Community Colleges developed this prospectus. The final draft prospectus identifies the major drivers affecting the CCC, and their likely impacts on research and planning professionals. During the past decade, the research and planning functions within the CCC increased significantly. RP has identified the following reasons for this increase: (1) the establishment of state-funded matriculation programs requiring test validation and disproportionate impact studies on student success; (2) the increasing concern for student equity and the need to monitor and analyze college practices focusing on underserved populations; (3) the Partnership for Excellence program and the concomitant requirements for accountability and reporting on student success; (4) the continuing concern from legislative and policy groups concerning the status of the community college transfer function; and (5) accreditation standards focusing on college capacity to address institutional effectiveness measures. This paper argues that researchers and planners will also face key changes in the coming years. These expected changes include the need to work more closely with faculty, student services providers, and administrators in order to identify and assess student learning outcomes. (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 468 889

The Research and Planning Prospectus for California Community Colleges

To help researchers and planners, college governing bodies, and statewide entities gain perspective on the myriad of events and initiatives impacting California Community Colleges (CCC) and higher education in general, the RP Group Board has developed this prospectus that identifies the major drivers affecting the CCC and their likely impacts on research and planning professionals. Rather than viewing the prospectus as the definitive word on the road ahead, the RP Group Board sees this as the starting point for vigorous discussion of our future. We invite this discussion, especially among our membership, but we also encourage other stakeholders in California Community Colleges to add their views to this prospectus.

April 2002—*Final Draft*

The RP Group for CCC
2017 "O" Street
Sacramento, CA 95814
Phone: 916-444-8641
Fax: 916-444-2954
Email: deniseccic@aol.com
Website: http://www.rpgroup.org

JC020646

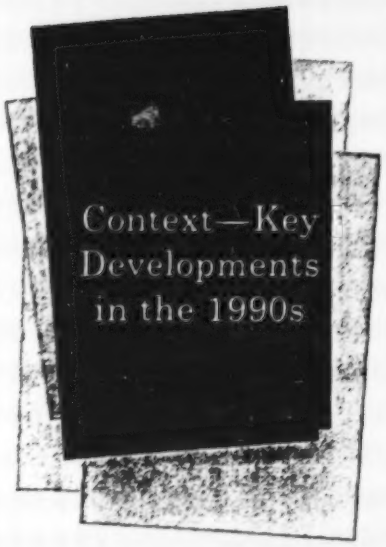
THE RP GROUP The Research and Planning Group for California Community Colleges

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Lund

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE



During the past decade, the research and planning functions within the California Community Colleges increased significantly. We have identified six reasons for this increase in the research and planning function among colleges:

- The establishment of state-funded matriculation programs requiring test validation and disproportionate impact studies on student success.
- The increasing concern for student equity and the need to monitor and analyze college practices focused on underserved populations.
- The Partnership for Excellence program and the concomitant requirements for accountability and reporting on student success.
- The continuing concern from legislative and policy groups on the status of the community college transfer function.
- Accreditation standards focusing on college capacity to address institutional effectiveness measures.

While many of the factors listed above will continue to define our work, the research and planning professional's role will likely undergo substantial change in the coming years. In addition to mastering the expanding array of tools and techniques needed to perform their largely technical role of gathering, analyzing, reporting, and managing data and knowledge, researchers and planners will increasingly be called upon to be collaborative partners with faculty, staff, and administration to address new and evolving imperatives.

No. 1 (of 5)

New accreditation standards will require colleges to establish additional processes to identify and assess student learning outcomes.

We believe the following five (5) imperatives will play a key role in this change.

ANALYSIS

Student learning outcomes are a regular part of all accreditation standards throughout the country. The California Community College system is one of the last systems to address this component, which will become part of the ACCJC accreditation standards as of Fall 2004. The assessment and analysis of student learning outcomes offer a great potential for collaboration among faculty and research/planning professionals to initiate exciting new changes to teaching and learning activities.

IMPLICATIONS

Research and planning professionals will need to:

- Work closely and collaboratively with faculty to identify course and program learning objectives and corresponding measures of learning.
- Foster a closer working relationship with student services to enrich the entire student learning experience through research and program planning.
- Identify effective models of assessing learning outcomes, and disseminate information through conferences and professional development activities.
- Develop new organizational structures in collaboration with administrators and faculty to accommodate the new responsibilities of research and planning professionals.
- Address learning outcomes and student preparedness across different segments of higher education through consortia and other forms of inter-segmental collaboration.

No. 2 (of 5)

Increasing public and legislative demands for accountability reporting, especially for occupational programs, will require more attention from research and planning professionals.

ANALYSIS

Because of increased demands for accountability from both federal and state agencies, faculty and administration will rely on researchers and planners for a variety of data and information-intensive tasks. VTEA and other federal occupational programs will continue to increase the scope and depth of accountability reporting. Boundaries separating vocational and academic courses will continue to blur and, consequently, researchers and faculties from a variety of disciplines will need to collaborate to respond to accountability demands.

IMPLICATIONS

Specifically, research and planning professionals will need to:

- Provide expertise to design and automate reporting tasks.
- Collaborate with occupational faculty and administrators to monitor and analyze core performance measures for vocational education programs.
- Study ways to fill in the gap or eliminate the weakness in accountability reporting between K-12 and community college education, particularly in the area of learning outcomes, ESL levels, and competencies in numeracy and literacy.
- Identify effective strategies promoting student success.
- Identify procedures to increase the validity and quality of data used for accountability reporting.
- Encourage the use of the information from accountability reports to establish baselines and benchmarks.

No. 3 (of 5)

Growth of technology-mediated educational services will require new approaches to assessing course and program effectiveness.

ANALYSIS

Technology is having an immense impact upon the delivery of educational services, but there is no working consensus among faculty on the importance of the new technologies upon student progress and success in the colleges. Researchers and planners will continue to address the impact of technology upon the college staff and the students, especially as colleges increase their investment in new technologies.

IMPLICATIONS

Research and planning professionals will need to:

- Continue to examine whether there are any significant differences in student success between technology-mediated and face-to-face instruction.
- Encourage the use of proven research techniques to measure technology-mediated learning.
- Analyze the readiness of college organizations to offer technology-mediated instruction.
- Identify the competencies that students should have to use technology-mediated instruction.
- Provide technical assistance to faculty facing more responsibilities in the delivery of technology-mediated instruction.

No. 4 (of 5)

The continued growth of social and educational divisions within the state's populations will require additional focus from the research and planning professionals to address the needs of the underserved.

ANALYSIS

The continued growth of new immigrant populations and the widening economic gap among social groups will require that colleges continue to allocate appropriate resources to address underserved student needs. A renewed emphasis on developmental education and English as a Second Language will require additional research and planning activities within colleges.

IMPLICATIONS

Research and planning professionals will need to:

- Conduct periodic surveys of the diverse communities served by the colleges to determine educational and workforce needs.
- Identify effective programs that serve the needs of underserved populations and encourage adaptation of programs and services to fit the needs of students at each college.
- Collaborate with colleges' recruitment, outreach, and marketing departments, to ensure that all segments within the college's service area have access to the college.

No. 5 (of 5)

Continued growth of the field of knowledge management along with the introduction of more sophisticated information technology tools will open doors to new research and planning strategies and activities; it will also require more training and staff development for research and planning professionals.

ANALYSIS

Researchers and planners will become interpreters and facilitators, rather than gatekeepers of information. Sophisticated technology tools and knowledge management strategies will help to drive this new role for researchers and planners. However, to ensure the continuation of accurate and reliable information and data, researchers and planners will need to continue to advocate for good scientific research principles and practice rigorous and innovative approaches to analyzing and reporting research and findings.

IMPLICATIONS

Research and planning professionals will need to:

- Develop rich and easy-to-use web sites containing current studies, reports, presentations, and easy-to-use databases for community college practitioners.
- Focus on principles and practices of knowledge management and multiple systems of inquiry to enhance the role and function of college planners and researchers.
- Identify emerging issues affecting the colleges, students and staff, and employ new tools to analyze these issues.
- Promote consistent and comprehensive training and professional development programs and courses for researchers and planners.
- Expand the network of practitioners using the information, research, and strategies from research and planning professionals.

About the Prospectus

The idea for this Prospectus was conceived at the Cornerstone Session at the 2001 RP Group Annual Conference during which close to 80 attendees brainstormed suggestions and ideas for the initial draft. The RP Group Board took on the task of synthesizing the session notes, examining planning models, and most importantly, identifying major driving forces that are likely to affect our profession during the next five years.

An RP Group task force, consisting of board members, members-at-large, and friends of the RP Group devoted many hours to this document. Task force members Jing Luan (convener), Rick Axelson, Susan Clifford, Robert Gabriner, Dorothy Knoell, Odette Richardson, Jerry Rudmann, and Linda Umbdenstock poured over many documents and discussed numerous ideas and concepts to forge a common view, ultimately to be condensed into this short, succinct, and we hope, readable prospectus.

Mission of the RP Group

Guiding principles of the Research and Planning Group for California Community Colleges.

The RP Group is the organization representing California community college research and planning professionals. The RP Group provides leadership in research, analysis, and planning issues for California community colleges.

The RP Group also provides support to California community college faculty and staff regarding research and planning issues through: training; keeping member colleges informed; developing and disseminating new tools, methodologies and approaches; and providing opportunities for networking and sharing.

The RP Group provides liaison with other professional groups, such as the Chancellor's Office, Community College League of California, California Postsecondary Education Commission, the Academic Senate, Board of Governors, Chief Executive Officers, CA Association for Institutional Research and several national research-related agencies and organizations, for the purpose of influencing and participating in policy level decisions that relate to research and planning.

The RP Group also provides support to California community college faculty and staff regarding research and planning issues through: training; keeping member colleges informed; developing and disseminating new tools, methodologies and approaches; and providing opportunities for networking and sharing.

The RP Group provides liaison with other professional groups, such as the Chancellor's Office, Community College League of California, California Postsecondary Education Commission, the Academic Senate, Board of Governors, Chief Executive Officers, CA Association for Institutional Research and several national research-related agencies and organizations, for the purpose of influencing and participating in policy level decisions that relate to research and planning.

The Research & Planning Prospectus for California Community Colleges
SUGGESTIONS AND NOTES

Please provide the Prospectus Task Force your feedback on this document.

Please turn in your suggestions and notes to **Jing Luan by Friday, May 3, 2002**. THANK YOU!

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").